

Jean Piaget, noted psychologist whose development theories have influenced educational psychology since the early 1950's believed the principle goal of education is to create individuals who are capable of doing new things, not simply of repeating what other generations have done. He believed learners should be creative, inventive and discoverers. Current trends and research of new and emerging technologies available to classroom teachers support the belief that learners should strive to use the new tools available to them to discover new things from real world scenarios that they view in real time and allows them to construct their own knowledge. In EDLD 5366, Design Graphics and Web Design, we have been introduced to technology tools, techniques and ideas to add another component to teaching today's digital natives.

"Students come to school knowledgeable about the Web and its potential, are comfortable using it and expect learning in school to be more like learning on their own (Solomom & Schrum, 2007, p. 31)." In EDLD 5366 we were given the opportunity to work collaboratively to develop a web site that could simulate what our students, parents and colleagues might access to get information. This was not a new experience for me as I maintain a classroom web page, but it was an opportunity to think more critically about the contents, navigation and overall appearance of a site. The work with my collaborative team and the focus on my own contributions to the site equipped me think about my live site and consider some changes. A review of Bloom's Revised Taxonomy gave me the opportunity to look at my love site from a new perspective and to assess how I can implement the digital changes to better reflect access to my site by the digital natives that I teach.

As teaching and learning has evolved we must look to tools and techniques to encourage our students to higher order thinking. Pitler, Hubbell, Kuhn and Malenoski (2007) state, "If benefits come from using the strategies (learning), what difference does it make which tools and resources a teacher employs in the effort (Pitler, Hubbell, Kuhn, & Malenoski, 2007, p. 2)?" The use of the web is a prime tool for students to access to communicate and collaborate with their peers. In EDLD 5366 I recognized the ease and the importance of including my students in the development of the web resources they will use for my class. I also became even more aware of

the need to provide my students with the ability to interact with a classroom website where they could share and reflect on the information presented.

The learning process for the web development was challenging. The requirement to work collaboratively with a team that I had never met and had to interact over the web was quite challenging at times. I did get the initial organization of our task started by using a Google Doc, which made it possible for the team to interact and start to form a plan. We each had different abilities and as we moved throughout the process we each found the task that best suited our individual strengths. For me I am an organizer and accepted the responsibility to continually review and observe necessary changes to make the site useable and to reflect the assignment tasks. I also created the content for the Cyber Safety page as I am very interested in the topic and have led instruction on this topic for both students and staff. The interaction with the team through Google Docs, email and full editing privileges on the site resulted in a site that was well planned and functioning in a short period of time.



Team Site – <https://sites.google.com/site/lulearningcurve/>

I model the concept of life-long learning for my students by continuing my own learning at an age when many people are thinking about retiring. I believe in personal reflection to capture and remember an experience on a project or teaching task. E-portfolios are the new trend for learners to retain and document important projects. I am researching the use of e-portfolios for student/teacher assessment. I believe the use of e-portfolios will provide students with the opportunity to self-assess and teachers to assess growth. It is vitally important that our students begin this process K-12 as many colleges and universities are now requesting evidence of learning past prior to the HS years. E-portfolios are also a way to share and collaborate with colleagues on current research and actions resulting from research.

The process for the Masters Degree in Educational Technology Leadership has fostered the importance of using a portfolio to document evidence of learning. I am using a personal Wiki, <http://edtechlamarmasters.wikispaces.com/Home+Page> and the institution required portfolio, TK20. In the article, *Encouraging self-regulated learning through electronic portfolios*, the authors state, “Among the most interesting and exciting new developments are electronic portfolios, not only because they act as multimedia containers for students and teachers but also because they support student self-regulation and core educational competencies, especially literacy skills (Abrami, Wade, Pillay, Oslan, Bures, & Bentley, 2008).” E-portfolios will allow life-long learners to document what they have done with actual documents that demonstrate learning and understanding.

I am excited about the future of technology in education. The digital natives we teach are requiring us to learn to use the tools and techniques that will foster higher order thinking and improved productivity in and out of the classroom. My goal is to continue to seek out the tools and techniques that will help my students learn and prepare for their roles in the 21st century.

Bibliogrpahy

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